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ADDRESS

DELIVERED BEFORE THE MISSOURI STATE TEACHERS' ASSOCIATION,
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RY RICHARD EDWARDS,

Principal of Normal School, St. Louis.

A Teachers' Association is a confession that the mere facts of science, and the accomplishments of literature, are not a sufficient capital for the practical teacher. It is an expression of dissatisfaction, on the part of our teachers, and of the community, with the facilities thus far enjoyed by the former. By coming to this place, and spending a season in discussing the methods of teaching, you declare, in a manner that shows you are in earnest, that a teacher must know the *how* of teaching, as well as the *what* to teach. A Teachers' Association is a reaching forth after something, which is felt to be much needed, but which is not possessed. It is a protest against the fossilized notion, that would make the teacher a machine, and the pupil the same; by the joint running of which, so much friction is engendered, and which so frequently come in striking collision with each other; the contrivances being so adjusted, that, except in very extreme cases, the blows go in only one direction. A machine, indeed, far less perfect than many machines we wot of—say Mr. Babbage's machine, which performs mathematical operations that would effectually stop the movements of many a well-constructed and smoothly-running schoolmaster. A machine, that would seem to be got up, by adding, to a poor specimen of Babbage, a few additional parts—such as, a geographical wheel, with a small range movement; a grammatical wheel, which should have, sometimes eight, and sometimes nine, cogs; should have great variety of motion, many eccentrics, and should be capable of exhibiting innumerable quirks and crotchets. There should, also, be a large fly-wheel, with projecting arms, of oak or other solid wood, planed to a proper thickness, and its function should be, to grind out the discipline of the establishment, and distribute it at the ends of the arms aforesaid. The whole should admit of being wound up on Monday morning, and kept running until Saturday noon, and should be propelled by leaden weights, the metal of which must be free from anything like lustre. Against such a compound, which always keeps on the track, except when there is an accident, a Teachers' Association is an enlightened and rational protest. It is the harbinger, as well as the proper concomitant, of more permanent means of teaching how to teach.

But I am, this evening, to speak on a theme of grave and commanding importance. It is also a subject, in respect to which, the public sentiment should be aroused. It should, therefore, be discussed, not only with argumentative ability, but it should be invested with all the interest which an

attractive rhetoric, and a fervid enthusiasm can throw around it. The speaker needs not only to possess logical power, but he needs, also, to embellish his discourse with the flowers culled by a chaste and cultivated imagination, and to enter upon the discussion with the ardor of a devotee. Now, to say nothing of deficiencies in the ability to present a powerful argument, and to dress it in the beauties of speech, I fear that a long-continued and somewhat minute, though, perhaps, far from thorough acquaintance with the subject, and with some of the institutions to which it relates, may take away from the glow and fervor so necessary to enlist the feelings of one's auditors. In respect to some matters, it is distance that lends enchantment to the view, makes the scene irresistibly attractive, and stirs the spirit that contemplates it. Not that a nearer approach to a worthy subject, or a great principle, destroys our interest in the one or our confidence in the other; but a constant and close acquaintance with details sometimes shuts off our view of a general principle, and destroys the admiration and fervor which a contemplation of it might excite. The pedagogue knows the minutiae of educational processes, but unless he is something more than a pedagogue, he neither understands the great general principles that form the basis of his art, nor is his soul expanded and quickened by a contact with them. But enough of apology. If there is murder in the case, either of the thought, or of the King's English, it will, no doubt, be out long before you and I shall bid each other adieu to-night. Let me, therefore, invite your attention to a few thoughts upon the—

Necessity, on the part of teachers, of a special preparation for the duties of their calling; a preparation, other than that general culture, which aims to train and develop the man, independently of his special employment, and the consequent necessity for institutions, whose object it shall be to furnish such preparation. I have said, that this is a theme of grave and commanding importance. This expression is surely not extravagant. At the present moment, it seems to demand the attention of teachers and friends of education as much as any other topic, if indeed it does not here, and elsewhere in the West, deserve more thought than any other one point. That it has not been largely considered in the great past we know, and admit, but we fully believe, that as the years of the future roll on it must be discussed, and continue to be discussed, until our profession shall take its place among the other learned professions, in equal rank and equal honor; and until that atrocious notion, that any inferior, brainless pretender, with or without a college diploma, who has demonstrated his unfitness for all other employments, is abundantly fit for a teacher, has been effectually killed out.

Our proposition involves the idea, that there are principles which lie at the foundation of the work of education—that there is such a thing as a Science of Education—and that there may be a sound, well-founded theory of didactics. For of what can the specific preparation, of which we have spoken, consist, if not of the study of such principles, the more or less thorough mastery of such science, with such practice as the circumstances may allow? I know, that in some quarters, objections are raised to this idea of a theory of teaching. Our doctrine is comparatively new. Some, perhaps many, refuse to receive it. Some reject it from prejudice; having become wedded to ancient forms, they cling to them with a tenacity that wedded love would sometimes do well to imitate. They refuse to enter into the merits of the question, taking it for granted that all changes are necessarily an evil. Others there are who, from want of opportunity, take a similar ground, who, if they could see the effect of careful attention, on the part of teachers, to the philosophy of their work, or could listen to arguments that might be urged in behalf of the doctrine, would at once give in their adhesion. Others, again, have perhaps observed pretence and sham, taking shelter behind theory; or, indeed, erecting themselves into theory, and have, therefore, become suspicious and sceptical. They say, they have never known a theory that was of much practical value, and hence, they discard the idea of a philosophy of education. Of course, the logic of these men will not bear a moment's examination. It is worthy of the savage chieftain who persisted in regarding the story of the freezing of water a lie, because to him, living in the torrid zone, water had appeared only as a liquid. Or of him who believes Niagara to be a myth, because his eye has never rested upon its magnificence, nor his ear listened to its deep and sublime voice. This theory or that, says the objector, was of little account; hence, there is no true philosophy that will apply to the teacher's work. On the same principle we should

conclude, that because some men, professing religion, do not lead the lives they ought, and do not exhibit in their converse with the world any of its benign and purifying influences, Christianity has no power over human hearts, but is only a pretence. In the ordinary affairs of life, men do not allow conclusions to be drawn from so narrow an induction, nor do I fear that it will long or extensively be allowed in respect to the all-important matter of preparing teachers, and of paying some attention to the principles on which their work is to be performed.

We thus answer one objection against the doctrine, that the principles that should guide the teacher in his performance of his work, should be arranged in a convenient form, and should be studied by those intending to enter the profession. I have spoken of this particular objection, because, so far as I know, it is the one most frequently urged, and, indeed, the only objection I have ever heard adduced against my proposition. Let us now pass to the consideration of some positive arguments in favor of this proposition. And, in the first place, let me appeal to every intelligent, cultivated teacher's feeling of self-respect. Let me put the question to every such teacher, male or female, without hearing of my voice. Are you willing, unless impelled by the strongest reasons, to assent to a doctrine that makes your occupation a mere matter of empiricism, inferior, as an art, to the most common mechanical pursuits, all of which, as we know, require some special preparation on the part of him who would practise them? Can it be, that men of learning and culture look upon the employment which they have chosen for the business of their lives, as a craft to be successfully plied by every quack. As a business, subject to no general principles, and one in which everything is to be decided by individual sleight of hand? The carpenter, who is to shape blocks of wood, must serve an apprenticeship, must learn the manner of using his instruments, and the principles on which his work is to be constructed, before he is allowed to present himself as a competent workman. And even the forlorn and homeless Irishman, who patiently heaves his shovelfuls of alien earth in the building of your railroads, is required to know something of the mysteries of shovel and wheel-barrow, before he can receive employment as an able-bodied hand. But the teacher, forsooth, who is to operate upon that most wondrous, delicate, and complex of all God's creations—the human mind; who, by his noble skill, is to build it up into a structure of beauty, compared with which the splendor of the skies, inlaid with countless gems, is but as the unlovely face of a gloomy desert, to shape it into a power before which all nature is to bow down a submissive servant, to train it into a moral and religious purity, that shall demonstrate its alliance with Divinity itself, and shall enable it to comprehend the attributes of the Divine; or who, by his want of skill and of principle, is to inoculate his victims with his own stupidity and his own turpitude; the teacher, who is thus to make or mar the generation of humanity submitted to his influence, needs, we are told, no special preparation. He is to enter upon this work, involving their weal or woe for time and for eternity, with rough and unskilled hand; or, if skilled, then only in matters foreign to the work upon which he enters. He is not even required to have asked himself the question, what this mysterious power, which he is required to educate, is: this "harp of a thousand strings," whose delicate chords are to be swept by his hands! I confess to you, that what I have of common sense, refuses to accept so unreasonable a dogma, and that my sense of justice is stirred at the obloquy which it casts upon the brotherhood of teachers, and at the degradation to which it would consign our noble profession. No! I would magnify mine office, and deny that its duties are made up entirely of a mere routine of daily operations, calling for no thought, and involving no principles; but insist, that they are based upon a science, so noble and so profound, as to merit the attention of the highest intellects.

Prima facie, then, our position appears to be the correct one. In order to maintain, successfully, the contrary opinion, it must be shown, that in teaching there is some peculiarity that makes it differ in this respect from other employments; that the art of the teacher is an exception to the general rule pertaining to arts. This, of course, throws the burden of proof upon those maintaining such an opinion. They are bound to show what this peculiarity is, and how it operates. They must make it clear, that the teacher's art is an exception to the general rule. Nor can this burden of proof be shifted by saying, that the teacher is usually required to instruct his pupils only in those subjects in which he has himself been drilled in the course of his own educa-

tional training, and that, therefore, a thorough knowledge of these things is all he needs to make himself a successful educator. This could be true, only upon the supposition that the pupils were but so many passive recipients of what the teacher is to pour into them. But this is not the character of mind. It is no passive recipient, but is constantly active, and its activity is subject to laws. To impart knowledge to a child is not to educate him. If it were, how easy would be the work of education. To educate a child is to develop his physical, mental, and moral powers, to suppress every vicious tendency, and to cherish and foster every noble quality; to make a man of the boy, and a woman of the girl. And in order to do this, must not the laws of mind be taken into account? Is it not preposterous to expect one to develop mind or character normally and healthfully, without knowing something of what constitutes a normal and healthy development. To the successful teacher, therefore, it is clear, that a knowledge of mental and moral philosophy is necessary, and our work will never be done as it should be until they are so recognized. But this is not all. Not only must the teacher know the subject he is to teach, and the laws of intellectual and moral development in his pupils, but he must also study these in connection with each other. He must learn how the study of a particular subject affects the mental and moral character of the pupil, what subject is best adapted to him at a particular age, and above all, on whatever subject he is giving instruction, and whatever the age of his pupil may be, he must have in his mind a clear idea of how the subject shall be presented, in order to produce the best effect upon the child's mind, in order to do the most possible towards developing him into an independent, thinking, reasoning man. While, at the same time, it makes him humble, truthful, devout and charitable. Here is the field for the true teacher, and this is the most trustworthy test of his work. It is a test which years only can apply. No showy examinations can exhibit the result of the true teacher's labor. Only the after life, and final character and destiny of his pupils, can show what he has done. But these will show it with unerring certainty. And it is for this that the professional training of the teacher ought to qualify him. It should teach him how to employ knowledge as a means of development, how to get the most out of every subject that he teaches. God has adapted knowledge to the wants of the human mind, and from every subject taught, may be drawn not only lessons of mental discipline, but also the means of moral growth. Now, the teacher who fails to perceive and apply these lessons, fails to make the most of his means, allows part of the power which God has given him to go to waste. And if such waste is caused by his neglect, or indolence, he shall not be held guiltless, in the day of account.

And now, Mr. President, it seems to me, that I can in no way better illustrate my proposition, than by pointing out some of the benefits that would flow from the course I have recommended—that is, from a philosophical, special preparation of teachers for their work, similar to that required in the law, in medicine, and in the clerical profession.

And first, I would say that such a training would make teachers, as a class, more cultivated, and more worthy the respect of the community, as well as more successful in obtaining it. We hear on all sides, among teachers, much complaint about meagre salaries, neglect, and a want of appreciation of their services on the part of the community. No doubt, the public have been in the habit of treating us with little ceremony, and not much more respect. From time immemorial the schoolmaster has been a butt for ridicule, a theme for jests, as well as the victim of juvenile pranks. Writers of fiction, when they have introduced into their plots a pedagogue, have usually done it in a way to cast reproach upon the profession. Even when, like the author of "Guy Mannering," they have condescended to endow him with good intentions, this grant has been coupled with so much grotesqueness and awkwardness, that they have him much more ridiculous than good. Usually he is the impersonation of oddity, awkwardness, ignorance, and malice, combined. Dominie Sampson is a much higher type than common. Ichabod Crane and Squeers are much better illustrations of the manner in which we have generally been dished up for the popular palate. And why have these writers presented such characters as the representatives of the pedagogical fraternity? I can think of but one answer to the question; and that is, that we have furnished them with the originals. The truth is, that on the whole the world will treat us very much as we deserve. Individual instances of injustice will, not doubt, occur, but in

the long run, the majority is very apt to be nearly right. If a schoolmaster confines himself to his own school-room, having no intercourse with his brethren, falls into a mechanical routine of operations, which are performed with comparatively little study or labor on his part, and thus, by constant exercise of them, nurses, as it were, his own peculiarities into an abnormal growth, covering himself with corners and projecting points in every possible direction; if the schoolmaster take this course, would it not require, in the novel writer, an unusual exercise of the Christian virtues of charity and forbearance, to resist the temptation of transferring the caricature to paper? for the writer would here be saved the labor and skill required to make a ridiculous caricature, finding it already made to his hands, and ordinary mercantile maxims would justify him in taking advantage of the circumstance. Now, all this unenviable individuality can be avoided, by raising up our business; by making it a matter of science; by attending, in a philosophical spirit, to the effect produced by our instructions upon mind; by starting with some well-grounded plan at the outset of our career, and then, by occasional comparison of views upon the application of it, so that the peculiarities of one may be corrected by contact with opposing peculiarities in another. In this way there would be constant food for thought, and a constant necessity for thinking. Our business would become, in reality, an intellectual and improving element, and the community would be compelled to rank it among the highest.

Archbishop Whately, in urging the claims of logic, and in answering the objection, that all reasoning can be carried on with sufficient accuracy by the aid of mere common sense, says that "Every body believes in the sufficiency of common sense, for every employment except his own." A physician thinks, perhaps, that the business of legislation, of commerce, or of political economy, may be clearly understood by the maxims of common sense, but he indignantly brands as a quack, the man who pretends to practise the medical art in this way. A sailor may think, that only a little common sense is required for curing diseases, but he would as soon think of organizing a corps of "horse marines," as of sailing a ship without an acquaintance with the rules of navigation. And so, declares the doctor, the induction might be extended to every department of practice. Now in literature, Dr. Whately is an honored name; and it would ill become a little man, like me, as the funny poet says, to question his opinions. But on a plain matter of fact, such questioning may be allowed. And here I submit, that he is out in his facts. He says: "You may extend the induction to every department of practice." That is, men of every employment consider it impossible to conduct their own business by the assistance of mere common sense, but suppose that the duties of any other employment may be thus performed. It is not so. The proposition is too general. The schoolmaster is an exception. With him the case is precisely reversed. The business of everybody else requires preparation and a system of principles; his requires only common sense, and one would think, from the opinions sometimes prevailing in the community, that a very moderate amount is needed even of that. Perhaps, the Archbishop did not recognize school-keeping as a department of practice; and, verily, when teachers themselves are at the pains to declare, that it is based upon no distinctive principles, his lordship cannot be severely censured for his opinion. We cannot expect, that while we are strenuously arguing ourselves out of the pale of respectable professions, the unselfish and charitable world will, with a gentle violence, force upon us the honors we are at so much pains to disclaim. Etiquette, I believe, is thought to require that one should, sometimes, gently put away from him, as Casca tells us Caesar did the crown, the merit which he believes his due. But I cannot consent to carry the principle of etiquette to the extent of declaring myself a sort of literary outcast, and my profession a mere social sink, to receive into it anybody who is unfit to belong to any regular class of literary men. This is a stretch of politeness exceeding anything enjoined either in the decalogue, or in the sermon on the mount. In the latter it is true, we are directed when struck upon one cheek to turn the other also, but we are not directed to give ourselves a thrust in the ribs, that some benevolent person may enjoy the pleasure of healing the wound. It is said to us, that when one would take away our coat we should let him have our cloak also, but nowhere in Holy Writ do I find it enjoined upon us to give away either of these useful garments, and then whine sentimentally, because nobody is inclined to

make us a present of a suit of broadcloth. And not finding the principle thus recognized, it is hardly worth while for us to adopt it in respect to our employment. On the contrary let us, by cultivating intelligent and liberal views of our great and responsible work, and thus in a spirit of humility leveling ourselves upward, make the post of honor stand candidate for the profession of teachers.

Is it objected to what has been said, that the culture required to give one a respectable position in the literary world can, in many instances, be obtained from a thorough knowledge of the subject which he is required to teach, and that, therefore, the study of this novel science of didactics is not needed for such a purpose? I answer that this can only be true in the case of professors in our colleges, and the teachers of what are called our higher schools. The great mass of teachers would, by adopting such a course, make themselves the merest ignoramuses. And even for those who would be most favored by such an arrangement, what a meagre and unsatisfactory culture would be afforded! The best informed and most refined teacher would be but a sorry sight by the side of a gentleman of culture and refinement.

And this leads me to the next point which I intended to notice, viz. : that it is only by requiring teaching to be studied as a science that we can, when practising it as an art, preserve the proper relations between the character of the teaching and the wants of the mind in its different states of development.

When does the training of mind require most skill? At what period in its development does it require to be most gently, and yet most effectually aided? Evidently, at the very outset of its growth, when it has the least power in itself; when the light of experience has but just dawned upon it; when its energies are ready to be expanded in this direction or in that, according to the influence of external circumstances, or in other words, according to the kind of teaching it receives. The full-grown oak, in its sturdy might, may laugh at storms and frosts that would have destroyed it when it was just opening the acorn from which it germinated. So, the fixed habit of thought, in the well-trained youth, may successfully resist the adverse influences that would have crushed it in early budding. If then, where all should be so well done, any part of a child's training needs to be attended to with peculiar care and skill, that part is surely the earliest. And besides, it is in earliest childhood that pupils are made acquainted with the rudiments of the more common subjects of instruction—of arithmetic, reading, geography, grammar, and also of many other sciences, such as that of geometry, of colors, music, astronomy, &c. And when I say early childhood, I speak deliberately, for the foundations of all these forms of knowledge must be laid long before a book, treating of them, is put into the pupils' hands. But every teacher who has carefully, in the light of reason, attended to his methods, knows that nothing, in teaching the mere intellect, is more difficult than to make a scholar acquainted with the elements of a science. It costs the pupil more effort to get his foot fairly upon the first round of the ladder, than to take the succeeding steps. Not that authors of school-books do not often accomplish this, as they suppose, in a very summary manner. In a popular work on geography, intended for the youngest children, the author begins by asking, "what is the earth," and then, having set up his man of straw, he proceeds to knock it down himself by answering, "one of the planets"—a fine example of the sublime philosophy which illustrates the known by the unknown. And indeed it must be confessed, that to answer the question was very kind in him, for no child in his senses would attempt to do it. But the question with a rational man would seem to be, "what has the pupil gained when he has learned both question and answer, so as to repeat them with the utmost promptness?" The time spent upon such questions and answers is undoubtedly altogether and entirely lost. Nothing has been learned but mere words, and those of the most barren kind.

If it is true then that the studies pursued by young children are, in themselves, more difficult to teach than those pursued at any subsequent period of life, and also that the development of their powers, at that age, requires more care and skill than at any time succeeding, then does it not follow, that our best teachers ought to be those of our Primary Schools? Such is, unquestionably the fact. It is the foundation that should be laid by the wise master-builder, and if a less skilful workman is employed at all, it should be upon the superstructure. In the Primary Schools we need cultivated teach-

ers, those who have an intelligible theory in their minds—an ideal to which their practice should conform as nearly as circumstances will permit. The teaching of such an instructor is more important than that of a college professor, and when it shall be so recognized, our educational system will cease to be a pyramid, standing upon its apex, but will rest upon a firm and broad basis.

But when we require the teacher to know only what he is to teach, we condemn the teacher of the primary school to intellectual famine. We, in effect, say that she shall not be cultivated, that she shall satisfy her intellectual cravings—I mean as a teacher, with the knowledge of the alphabet and of spelling, straight marks and pot-hooks, and an automaton performance on the multiplication table. But when you require her to study her art, and the science upon which it is based, you open before her one of the noblest fields of inquiry. She must become acquainted with the laws of mind, and to do this she must read the works of some of the profoundest philosophers the world has produced. The preparation for such reading, and that which comes up as collateral to it, will make her extensively acquainted with books, will promote a taste for literary pursuits, and cultivate an appreciation of what is worthy in literature, and a disgust for the noxious trash which so often occupies the attention of young ladies, in the shape of magazine stories and popular novels. Do you say, that without such requisition, she is fully at liberty to improve herself, to any extent she chooses, in other directions? I answer, that very few people are at pains to be better prepared for their work than it is necessary for them to be. And if they were, others would soon be found who would underbid them, and, of course, would be employed in their places. But admitting, that all our teachers should bestow much of their time upon the acquisition of literary culture, it would avail them little as teachers, unless they have the power to incorporate such acquisitions into their systems of daily labor. And this, of course, can only be done by one who has a system, and whose art is based upon a science. We are frequently advised to study other things than those immediately connected with our employment, so as to avoid being merely professional. Those who give us this advice, no doubt, mean well by us, and, no doubt it is very good advice. But a better form of it would be to say, that we should be acquainted with all the knowledge it is possible for us to acquire, and that every item of this acquisition should, as it were, pay a tribute to our knowledge of our own business. We should read everything with a professional eye. The teacher should be cultivated as a teacher, and not only as a man. It would be but a poor defence for a physician, when charged with being ignorant of his business, to show that he was skillful in chopping logic, or even in chopping wood, which is usually considered the more useful of the two. A man who is not so much as professional, must not be too much frightened about being *merely* professional. It is undoubtedly useful for a teacher to know everything knowable—science, law, and medicine—yea, I opine, that it profiteth him greatly to have penetrated the arcana of theology. And yet, it is hardly to be denied that a knowledge of the principles of his own art is, to say the least, as important to him as any one of these. This is a point of great importance, and one which will bear pressing. Neither general culture, be it ever so liberal, nor exact scholarship, can make a schoolmaster. They assist, and that very powerfully; and any man who enters the profession without a respectable supply of each, is sadly out of place. But they do not furnish the distinctive element in the character of the successful teacher. This is something entirely separate from either. An acquaintance with the laws of the differential calculus does not make a physician, and neither does a knowledge of the Horatian metres necessarily fit a man to be a practitioner: and yet, in each case, the knowledge indicated would be very convenient. This idea of being cultivated, and of possessing great acquirements everywhere except in your own business, is amazingly similar to that other absurd idea, of being civil and polite everywhere except at your own home. No, fellow-teachers, let us be diligent in building up an intelligent, refined, and learned brotherhood of teachers, men and women, who can apply the principles of science to their own art, and we need never fear that we shall become remarkable for our odious peculiarities, or that our profession shall fail to receive the honor it deserves from the mass of mankind. A thinking, reasoning man, who does his daily work in the light of reason and common sense, is not likely to become a butt of ridicule, or to be passed by in silent contempt.

Another benefit that would result from an adequate special training for the

business of teaching is, that it would tend to do away with empiricism and devotion to mere methods. It is possible for a man who has given but little study to the general principles of teaching, and who has acquired some little skill in imparting instruction in some particular branch of study, it is possible for such a man to suppose, that he is at the top of the profession; that his *modus operandi*—the particular thrusts and passes that he has employed, are the essence of the art; that unless, in teaching, you go through his motions, in all their details, you are an unmitigated ignoramus; when the truth is, that all that is good in his method may be much better secured by laboring in the light of some general principle, which would achieve not only all that he has accomplished, but many other and nobler results that are not dreamed of in his philosophy. By accident, he has stumbled upon a paltry taper, which casts a lugubrious light upon a single point, and while straining his eyes in gazing upon the speck, which his abnormal vision magnifies into a mountain, he neglects the luminary whose rays might be made to light his entire horizon. Such a thing is possible. Has it ever been your fortune to see it practically illustrated? It is to be hoped, that such illustrations are not numerous, and that they will "grow small by degrees and beautifully less". In number, until the gravely responsible duty of teaching the young shall come to be performed upon correct psychological principles. Who can doubt as to the best means for attaining this great result? Who does not see, that the only way for preventing empirics from crowding into the profession, is to require all candidates for pedagogic honors to pass creditably through a preparatory course of training, in which general principles shall be thoroughly discussed? Yes, if we would secure men of large views, safe men, to be the teachers of our schools, we must require for each new comer, a professional training, that so far as his natural peculiarities will permit, will render him such a man. In this way, only, can we root out that devotion to mere mechanical methods, which is so destructive to rational progress. In this way, too, shall we best inculcate the important doctrine, that methods are not transferable. No man ever copied another's method in all its details, as such, without losing his individuality, and with it whatever of success he might have secured. Make your methods your own. Another's method may be made very useful to you, but only by your subjecting all its parts to a rigid scrutiny in the light of general principles; and this process will inevitably produce numerous modifications. Only when two minds are altogether and entirely alike could the result be otherwise.

But again: such preparation is needed to secure the profession and the public, against the impositions practised by those who use the schools merely as the means of gaining a reputation, and that with little or no regard for the true education of their pupils. You may say that reputations thus acquired are evanescent, that in the end, a superficial pretender, who operates on the public credulity, and who, for a time, carries off the honors which properly belong to the profound scholar, and the faithful, industrious instructor, whom he throws into the shade, will discover his character, and by the re-action which follows, will be punished for the deception he practised. Let this be granted. But is there not another point from which the subject can be viewed? We cannot deny that precious time has been lost, which ought to have been employed for high and noble purposes. But is there not something worse than this? Is not the serpent's trail visible upon the minds and characters of the pupils who have been under the baneful influence of these practices? What lessons do children learn from showy examinations and superficial recitations, and from the injudicious praises employed by such a teacher? They learn that most atrocious of maxims, that it matters but little what you *are*, provided you *seem* to be what is required. That your real character is of much less consequence than the character attributed to you by others; and that the whole purpose of a school is attained when the right impression has been made upon the spectators, by the recitation, and the public examination. And what sort of men and women will training like this bring forth? Will it furnish the honest, incorruptible adherent to principle, who stands up gladly in defence of truth and right, when such a defence costs the reputation of him who undertakes it? Nay, verily, its tendencies are in direct opposition to any such result. It produces the sycophant, the time-server, the timid slave of public opinion, however depraved that opinion may be. It destroys all manliness, deadens all high aspirations, and carried to its logical result, makes all human progress utterly impossible.

Now it is to be hoped, that no one would knowingly subject his child to

such influences. But the great mass of men is not composed of careful and close thinkers, and it may be said that, in reference to educational matters, very many do not think at all. All their interest in the subject arises from a feeling of some sort. Some have an undefined notion that education is necessary to their children, and they are willing to subject themselves to considerable inconveniences to secure it for them. But here their duty seems, to them, to end. So, examine different modes or systems of education carefully and dispassionately, and to decide the question, which is to be preferred; this is the business of the teacher, or of the school committee, or of anybody but the parent. He considers, that it is certainly enough for him to be a friend of education, to give his influence in favor of the school, and of maintaining a good state of discipline therein; to pay his tax, and to vote at town meetings in favor of liberal appropriations for school expenditures. And, truly, a man who does this is a friend of education, and we may be pardoned for expressing an earnest regret, that such men are not more frequently to be met with. Another, and somewhat numerous class, includes those whose interest in educational matters takes the form of an indefinite prejudice against schoolmasters and schoolmistresses, of all sorts and grades. Whenever there is, unfortunately, a difficulty in respect to the discipline of a school, these range themselves in opposition to the teacher; while those of the preceding class are all found doing battle for him, unless, indeed, he has shown himself to be particularly unreasonable in his course. Both, however, act from feeling, and neither from a definite and exact idea of what education should be. It is clear, therefore, that neither of these classes can be depended upon to distinguish between the true and the false teacher—between him who faithfully and earnestly labors to develop what is good, and to eradicate what is evil in his pupils—who teaches with reference to the effect of his teaching upon their minds and their hearts, rather than with reference to the appearance they will make at an examination; and him who aims entirely, or mainly, at creating a sensation and making unto himself a name. In truth this ought not to be required of them. The community that is willing to pay its money for the support of schools, deserves to have its money's worth in return, and some means must be employed to secure it against the insidious operations of those who would impose upon it with a spurious article. But how shall this be accomplished? What will furnish for us a test by which the precious metal may be distinguished from the worthless dross? Where is the Ithuriel's spear, by the touch of whose point, the demon that is disguised under the form of a brilliant imagination shall be made to rise up and assume his proper proportions and aspect? By no precaution, perhaps, can perfect justice, in this respect, be secured in every instance; but a clear understanding and appreciation of the objects to be attained in education, and of the principles according to which these objects are to be reached, would certainly enable members of the profession to decide upon individual cases, without committing gross mistakes. And the precautions commonly taken in the other professions, of requiring each candidate for membership to pass through a satisfactory course of preparation, and then giving him a diploma, will furnish tolerable safeguards even to the community.

But again, one of admitted deficiencies of modern systems of education is, the predominance given to mere intellectual culture, to the comparative neglect of moral training. This seems to me to be one of the legitimate results of neglecting to attend to the science of teaching. Where the great aim of the teacher is to pour into the mind of the pupil a knowledge of this or that subject, without much thought as to how his mind is affected by it, the development of the pupil's moral nature will be very likely to be forgotten. And even where moral philosophy, as it is called, is taught, the discipline is almost entirely intellectual. A faculty of the mind to be trained, requires to be exercised. And what faculties are mostly exercised in the study of moral, or any other *philosophy*? Clearly the intellectual. In fact, in very many cases, only one even of these is brought into play, and that is the memory. Of course, a system such as we are attempting to advance, which is based upon the wants of the pupil, would supply the needs of his moral as well as his intellectual nature. To omit considering the moral culture of children in a course of professional preparation for teaching, would be as grave an error as to omit the study of anatomy in the preparatory course of a physician.

I have thus enumerated some of the benefits that would, as I think, flow

from a scientific and professional preparation of teachers for their business, and have endeavored to adduce some reasons in favor of such a preparation. We find that the plan commends itself to us *a priori*; that it accords with the usage of other professions; that its tendency would be, to make teachers more cultivated than they would otherwise be likely to be; that it would, in particular, make them more accomplished in their own business; that it would tend to produce cultivated teachers in the schools which most require to be well taught—namely, the primary schools; that it would destroy the devotion to mere methods, by substituting for them general principles; that it would tend to protect the community, by furnishing a test of the quality of the instruction given to their children; and, finally, that it would assign to moral instruction the importance which properly belongs to it. I have discussed the subject in the abstract, and have drawn no inferences in regard to the character of the instruction now imparted in our schools, from the fact, that the majority of our teachers have not enjoyed the advantages of a special preparation; remembering, that industry and zeal, in this department of knowledge as well as in others, will frequently enable a man to do for himself all that could have been accomplished for him by special instruction. Nor have I illustrated my views by allusions to mistakes and abuses which my own observation of schools may have suggested to me, believing that they can be sustained without such illustrations.

Thus far, too, I have said nothing in respect to the means to be employed to secure to young teachers this preparatory training, which we have seen to be indispensable. But I feel that here, before the teachers of Missouri, the discussion of this question of means is peculiarly appropriate. That problem our noble State must solve for herself, and that soon. Her necessities can brook no delay. It should be solved in a manner that shall reflect no discredit upon her name. Our Sister States are moving. Commonwealths, that have ever stood in the most determined antagonism on other topics, in this good cause unite in heart and hand, in principle and measures. Illinois emulates New Jersey, South Carolina vies with Massachusetts. Let Missouri, in this question, take the position that belongs to her, as the heart of the Republic. Let her, with a wise forecast, set herself about preparing teachers for her public schools, in order that these may secure to her an enlightened and virtuous population. For if there is any reason worthy a moment's attention from a sane man, why there should not be schools for the professional training of teachers, while the necessity of such schools for clergymen, lawyers, and physicians, is universally acknowledged—if in the recesses of any foggy brain such reason lurks, it is high time that the world shared in the secret. But there is no such reason. Normal Schools are an indispensable necessity, if our teaching is to be anything higher than a mere quackery. On this question, therefore, nothing need be said. The necessity of the preparation, which we think we have shown, involves the necessity of the means of preparation. As to that other question, whether these schools should come forth under the auspices of the State, or whether, on the contrary, they should be established by private enterprise, that is as quickly disposed of. If it is the duty of the State to tax the citizen for the teaching of his own and his neighbors' children, is it not also its duty to tax him a little more in order to make this teaching worth the having? Has the state a right to make us pay for an article, and has it no right to see to it that the article we pay for shall be good? That it is the right and duty of a State to furnish means of education for all the children within its borders, may be easily shown; and it must surely follow, that it is its right and duty to furnish them the *proper* and *best* means. Those who would concede the first and deny the second, occupy the position of the sapient Dutchman, in the Knickerbocker State, who having given five hundred dollars towards the building of a church, and being called on to contribute five dollars more to aid in procuring a lightning rod for the same, made an answer admirably adapted to the use of those who believe in free schools, but are opposed to normal schools. Said he, "I have given five hundred dollars to build a house; now if he want to dunder him down, I will take care to put nothing in de vay." These gentlemen would have the State appropriate its hundreds of thousands of dollars for the payment of teachers, but when there is danger of the whole being made useless or worse, for the want of a few additional thousands, they take great pains to "put nothing in de vay." And that there is danger that the community may experience a scarcity of properly qualified teachers, unless Normal Schools be established by the

State, is clear from the fact that such schools, to anything like the extent required by the public necessities, cannot, in the present state of things, be sustained by tuition fees.

But it may not be inappropriate to inquire briefly what should be some of the characteristics of a Normal Institution? What sort of instruction should be furnished to the young men and women who resort to these seminaries, to fit themselves for the high and responsible duties of the teacher? These questions have reference both to the manner of instruction in the Normal School and the subjects to be taught there, and, in my opinion, quite as much to the former as the latter. The Normal School instructor should constantly illustrate, in his daily work, the best methods of instruction. And if it is true, that the manner of every teacher should be such as he should be glad to see reproduced in his pupils, how much more emphatically should be the case with the teachers? But there is no doubt, that the subjects to be taught in a Normal School should be selected with equal care. And first, should come that one which characterizes the institution as a professional school, namely, the Art of Teaching. It includes the study of the mind, and of the ways of reaching it; of its different faculties, the time when they are developed, and the best mode of aiding this development. It inquires into the adaptiveness of certain studies, for the strengthening of certain faculties, and the time in the child's life when they should be introduced as his chief work. It also includes the whole subject of school government, the motives to be appealed to, the habits to be fostered, and those to be discouraged. How to promote the growth of the good in the child's character, and to repress, and, as far as possible, eradicate what is evil in it. This opens before us one of the profoundest, and, as a practical matter, one of the most important subjects of investigation that the human mind can be engaged about.

After this, in importance, and in the difficulty of the task, though the two should go hand in hand in respect to time, comes a thorough and careful review of the subjects which the Normal pupil may be afterwards required to teach, with an inquiry into the best methods of instruction. Among these subjects, the English language should hold a prominent place. The study of it is of more importance than that of any other one subject. On no account should barbarisms or solecisms in speech be tolerated among the pupils during their intercourse with the teacher, nor so far as it can be prevented, during their intercourse with each other. Slang phrases, those corrupters of speech, and underminers of morals, should be, to the pupils of the Normal School, as the saurians of geology are to the inhabitants of earth in the nineteenth century,—the wonder-exciting monsters of a far off world. Purity of speech, as well as of morals, should be characteristic of such an institution. But this culture should go farther. It should include the acquisition of a taste for the noble literature of the English language, and a familiarity with the best authors in it, not only of our own but of all the time during which the language has had existence. The teacher should learn to drink at the well of English undefiled, and to enjoy the draught; for there is such a thing as English undefiled, small jokes about our noble tongue having been at the feast of languages and stolen the scraps, to the contrary, notwithstanding. The teacher, male or female, must be a person of literary taste and culture. He should show by his air and pronunciation that he is not a boor or a clown. There should be that in his mien and conversation which will show that he "was inland bred, and has known some culture." In this respect, every teacher should do something towards exalting the public taste, which itinerant lecturers, and other catchpenny operators do so much to vitiate. He should be a practical illustration of what constitutes the gentleman, in his speech, his deportment, and his literary culture.

Of the manner of teaching, perhaps, one of the most important features that can be suggested here is, that the instruction should be thorough. In a Normal School this is all essential. "Scholarship," said a learned and profound thinker of our age, "is not so much the knowing a great deal about a thing, as the thoroughly and accurately knowing something about it." The Normal School should teach thoroughly and accurately what it pretends to teach, though that be only the merest elements of the subjects under consideration. And by this we mean not only a thoroughness in the understanding of facts or principles, but also a thorough perception of the logical relations of things, of facts, or principles, with accuracy and elegance in their expression. Pretence and sham should find no foot-hold here. If it must needs be that hum-

bugs come in the educational world, if doting fathers and vain mothers will insist on being victimized, and on having the little intellect with which nature has endowed their darling sons and interesting daughters, utterly crushed, by a load of ologies, osophies, onomies, and ographies, all of which, with the accomplishments, they are expected to take on in six months; if such absurdities, and, as we may well call them, such crimes against learning and against humanity, must continue to be perpetrated, let the miserable work be done elsewhere, and let the Normal School, at least, wash its hands of the iniquity. In it, let there be nothing but honest, earnest, thorough, solid work, such as will show itself in the honest and substantial character of its graduates.

But nothing exceeds in importance the awakening of a proper spirit in the pupils of the Normal School. If the school for the training of teachers, to be, as we hope, established in this State, succeeds, it will owe that success more to the spirit of earnest and resolute devotion to their work, the enthusiasm and energy exhibited by its graduates, than to any other element of power. We cannot hope that it will supply teachers to every school district. But we may hope, if its graduates go forth with thorough culture, made alive by a noble enthusiasm, if they go forth in the spirit of the true missionary, determined to do the highest that men can do; if its graduates go forth in this spirit and with this determination, we may not only hope, but confidently expect that they will do a mighty work, that will extend far beyond themselves and their own schools, a work, whose influence will pervade the very atmosphere of our educational world—a work whose influence, like the ripples in a lake, spreading out from one spot, will continue to extend itself, until the whole body of the teachers and the community shall be stirred. This has been the history of Normal Schools, everywhere, so far as my knowledge extends. And it seems to me, that the kindling of such a spirit is one of the highest functions of such an institution. Let its pupils learn to regard highly the work to which they have been called. Let it not be looked upon as a drudgery, or merely as a means of earning a livelihood. Rather let it be regarded as a high and holy work, and let each go forth, feeling the responsibility which attaches to it. So feeling, their arm will be nerved and their heart encouraged. They will feel impelled to labor for results befitting so noble a mission.

The course pursued by this Association so far, has been a liberal and a wise one. You have not opposed a Normal School from the miserable fear that its graduates would displace you from your situation, as has been avowedly done elsewhere. In this you have done well. Continue the same generous policy; labor on for the establishment of the school, and when your efforts shall be crowned with success, when the institution shall become a fact, then send up your young men and maidens—those who possess the best gifts, in whom the spirit of prophecy is found. Let them go up and be breathed upon by the inspiration of the place, and then let them return to the towns and cities of your State, to instruct and bless the young and the old, to shed around them in every community an elevating, purifying, and refining influence.

But there are two other considerations of a more general character, in respect to this matter of special preparation, which demand a notice here. One is, that our profession is making rapid progress, and that every year the public require a higher degree of excellence in their teachers than has been previously exhibited. Some one says, "that education is the hobby of the present age." Perhaps the remark is true. If so, the age is surely to be congratulated on the improved character of its hobby, as compared with those of some previous years. The step from the cutting of human throats to the educating of children, would seem to be a step upwards; it indicates a slight approximation towards Christianity. Be that as it may, there can be no doubt that the character of the instruction throughout our community is improving. Not a few young men, of the finest abilities and of the most extensive acquirements, are every year coming into the ranks and making teaching the business of their lives. The emoluments of the office rise proportionally, and this, again, reacts upon the qualification of the applicants, so that the degree of fitness for his work, now required in the teacher, is vastly superior to what it was some years ago. This consideration should not be without its effect upon us, who now occupy the field. Are we in every respect up to the demands of the time? Are we prepared to do for our pupils what an enlightened and awakened public sentiment may, in the future require us to do?

These are questions full of significance, and unless we wish on some pleasant morning to open our eyes with an astonishment, like Rip Van Winkle's, it behooves us to answer them conscientiously and faithfully. I confess, that when I think of the progress which a few years have already brought about, and then turn my thoughts to what will probably be attained in years to come, I am not without misgivings of being inbued by new formations, or at best, of being pityingly pointed out as one of the fossils. Let us ever keep in the van of solid progress. Let us never be satisfied with what we now possess, either of skill in our art, or of a knowledge of the principles which underlie it. If a real improvement is introduced, let us be among those who earliest adopt it, and thus escape the danger of being left behind while the profession is marching onward. In such a race, nothing short of constant and earnest labor ever secures success. But labor is the business of this life. It is the price of everything worth having. Indeed we are told, in an ancient and classic book, that "in the sweat of his brow should man eat bread," and nothing that is really bread was ever obtained in any other way.

The other consideration to which I wish to allude is, that only by the use of our highest powers in the work of teaching can we fully secure for ourselves, at the close of our career, that peace of conscience that arises from the recollection of duty well performed. Ours is no mean vocation. We have to do, and that in no unimportant sense, with the most precious interest ever entrusted to the care of man. We labor not for time only. Every good impression which we make upon the character of a child, will continue to beautify it so long as mind shall exist; and every error we commit will leave upon that mind a stain that no future effort of ours may be able to efface. Every act helps to shape, for weal or for woe, the destiny of the child who is the object of it. Truly, from such a responsibility, one may, at first sight, shrink. But the ways of Providence are always just. We are not required to enter, without guidance, upon a work involving consequences so momentous. The path to be pursued is traced by the Divine finger in the laws which regulate the development and healthy growth of the powers of the human soul. These furnish the thread by which we may successfully find our way through what would otherwise be, a perplexing labyrinth of difficulties. In such a work, shall we incur the guilt of neglecting to avail ourselves of a guide so transcendently valuable and efficient, in order to follow a blind routine which leads, we know not whither? No, fellow teachers, let us labor; in faith, remembering that it can remove mountains; in love, remembering that this is well nigh omnipotent for good; with a noble forgetfulness of self, remembering, that selfishness tarnishes the most heroic of deeds, and withers and blasts what would otherwise be a holy and ennobling influence. Thus laboring, we shall, as we climb the rugged hill of life, obtain broader and higher views of our profession and its duties. And when our stewardship is finished, and we are called upon to render an account of the talents and the minds committed to our care, we shall hear from our own conscience, and from a higher Arbiter, the approving sentence, "well done, thou good and faithful servant."

For the Missouri Educator.

SALINE COUNTY TEACHERS' ASSOCIATION.

The following, which appeared about the 1st of November in the papers of Saline County, we deem worthy of being generally seen by the Educators of our State. The details may serve as suggestions in other counties.

"The President (Mr. Davis having taken the chair *pro tem.*) submitted to the Association a Report he had prepared, setting

forth the advantages that would result from a general convention and examination of representative scholars, from the various schools in the county. In introducing the report he strongly enforced the utility of such examinations, as a powerful stimulus to teachers and scholars. As to the objections raised by the over-fastidious, that an undue and unhealthy rivalry amongst scholars might be thereby evoked, he remarked, that he preferred the acquisition of knowledge to sterile inaction, and believed that water ran small risk of putrifying unless it was stagnant."

The following is the report :

The Committee appointed for the purpose, reported the following plan to encourage and promote diligent study and thorough scholarship in the Schools of Saline county :

This Association will hold a School Jubilee on the first Friday and Saturday of June, 1850, to which all the teachers, pupils and patrons of schools, in Saline county, will be invited.

The exercises of the first day will be as follows : Teachers, parents and pupils, not otherwise engaged, will assemble in one building, where there will be lectures, discussion of educational topics, vocal music, &c., whilst different classes of pupils will be passing an examination in another building, on subjects hereinafter mentioned. The examinations to be conducted upon a plan to insure perfect impartiality, and all those pupils who acquit themselves well, to receive the honorable distinction of a prize or certificate.

On Saturday, the second day, a procession will be formed, of all who will unite in it, and move to some convenient grove, where a pic-nic will be prepared for their enjoyment and refreshment.

After partaking of the pic-nic, an Address to be delivered, and the awards of the Examining Committee to be distributed to the pupils.

In order to prevent misunderstanding of the plan and objects of the proposed meeting, the following details are given of the subjects of examination, and the manner in which the examinations are to be conducted :

SUBJECTS FOR EXAMINATION.

SPELLING—*Primary Class*—Fifty words selected from Webster's Speller.

Advanced Class—Fifty words selected from Webster's School Dictionary.

READING—For pupils under ten years of age—Selections from McGuffey's New Third Reader, or Goodrich's Fourth.

For older pupils—Selections from McGuffey's New Sixth Reader.

ARITHMETIC—*Mental*—Ten questions, that may be solved by a thorough knowledge of Ray's Second Part, or any other good Intellectual Arithmetic.

Practical Arithmetic—Ten questions, on Ray's Third Part, from Ratio to the close.

GEOGRAPHY—*Primary Class*—Ten questions on the Geography of the United States, one of which questions will require each pupil to draw, from recollection, an outline map of some State or Territory.

Advanced Class—Ten questions upon the Geography of the Eastern and Western Continents, one of which questions will require each pupil to draw, from memory, an outline map of some grand division, country, kingdom, state or empire.

GRAMMAR—*Primary Class*—Ten questions, that may be answered by thorough study of Pinneo's or Butler's Primary Grammar.

Advanced Class—Ten questions, part of them referring to definitions, rules and principles, and the others, to parsing words or analyzing sentences.

HISTORY—*United States*—Ten questions, founded on the Outline in the American Historical Reader.

General History—Ten questions, founded on Whelpley's Compend.

PENMANSHIP—*Primary Class*—Pupils under twelve years of age.

Advanced Class—Older pupils.

The questions shall be prepared by the County School Commissioner, assisted by two disinterested persons, who shall be known as the Examining Committee. They shall have a sufficient number of copies of the questions, printed privately, a few days before the examination; and they shall be bound to see that no copies pass out of their hands until wanted for examination; and they shall be careful not to communicate the substance of them to any one. This Committee shall appoint one or more Superintendents, to preside in the examination rooms, and manage the exercises, but the members of the committee shall not be permitted to visit the examination room (except in the case of reading,) whilst a class is engaged.

The examinations shall be conducted in the following manner: Each class will be allowed one hour, and all the answers must be furnished in writing. For example—when the hour arrives appointed for the Primary Class in Spelling, all the children, intended to compete in that department, will assemble, under the charge of a Superintendent, in some convenient room, where they will be supplied with writing materials.

The Examining Committee will then furnish the Superintendent with a copy of the fifty selected words, and the class

having prepared to commence work, he will give out the words, slowly, allowing time for each to be written by all the pupils before another is given out. The Superintendent will take the names of all the class, attaching to each a number, and each pupil will sign his number, but not his name, to his or her exercise. These written exercises will then be gathered and sent to the Examining Committee. This Committee will proceed to compute the value of each exercise, according to a certain fixed standard. Thus, for example, every *perfect* examination will be reckoned at one hundred, and every defect in spelling words, or answering questions, will diminish this number. As there are fifty words to be spelled, each one found written correctly will count two, whilst each letter misplaced, omitted or superadded will deduct one from the value of the examination. The Committee, after examining the papers of the Primary Spelling Class, will find one, perhaps, that is so near perfect as to come up to ninety-eight, and a considerable number ranging between that and the grade of seventy-five, which last may be fixed as the limit of a satisfactory examination. They will then mark the highest number for a prize, and all others down to seventy-five for a certificate of honorable distinction, and send the papers back to the Superintendent, to add the names to the successful numbers. In the questions upon Arithmetic, Geography, &c., as there will be only ten of them, each one perfectly answered will count ten. These particulars will make the manner of conducting the examination plain to every one, and, also, indicate the impossibility of collusion or partiality.

The awards will consist of a First Prize in each class, consisting of a suitable and valuable book, handsomely bound, and to all others who come up to the fixed grade of good scholarship a finely engraved certificate, stating for what it is given, and signed by the President of this Association and attested by the Examining Committee.

The same scholars will not be permitted to enter for examination in both the Primary and Advanced Classes of any branch, but as a general rule may choose between the two.

Particular books have been referred to in some of the branches, as being the works upon which to found questions, because the books are already well known in the schools, and form a part of the excellent series of text books lately adopted by the State Superintendent. It should be understood, however, that the questions will be so framed that they may be promptly answered by the faithful study of any other good text book in the same branch.

It should be well understood, also, that the proposed examination is not designed to excite a spirit of unhealthy emulation or contention amongst pupils, but rather to bestow upon all diligent pupils a proper reward for their diligence, and give to

all faithful teachers an opportunity to show specimens of their workmanship, under circumstances where there will be no room left for deception. It is confidently believed, that every earnest teacher will hail the project with pleasure, as furnishing a motive that will infuse new life and energy amongst the pupils of his school.

The range of subjects for examination is such as to embrace almost every grade of scholars in our common schools, and in some of the branches, as spelling, for example, the scholars can continue their preparation, whether at school or not.

Hoping that the above plan will meet with the cordial approbation and co-operation of teachers, pupils and parents, it is respectfully submitted to their judgment and action. It is earnestly recommended to teachers that they explain the whole subject to their scholars, and between this and the time of the School Jubilee give them frequent practical examples of the mode of examination indicated above.

The above report was discussed and unanimously adopted, and ordered to be published in the proceedings of the Association.

The Association then adjourned, having previously resolved to hold its first regular Institute at Arrow Rock, upon the third Saturday in November.

J. L. TRACY, *President*.

F. W. RICH, *Secretary*.

JACKSON COUNTY TEACHERS' INSTITUTE.

According to previous appointment, there was a meeting of Teachers at the Independence Female College in this place, for the purpose or organizing a Teachers' Institute in this county.

The following Teachers were present: Messrs. Reed, Lewis, Wood, Taylor, Miller, Felix, Arnett, Beard and Patton. Mr. John C. Reed was elected Chairman, and W. J. Patton, Secretary. On motion by Mr. Lewis, the Chair explained the object of the meeting. The following persons were appointed by the Chair, to draft a Constitution and By-Laws for the Institute: Messrs. Lewis, Miller and Arnett. On motion of Mr. Taylor, the Secretary was requested to notify the County Commissioner, and request his attendance at the next meeting. On motion by Mr. Taylor, Mr. Miller was appointed a committee to select a person to deliver an address at the next meeting. On motion by Mr. Miller, the teachers of the city, county, and adjoining counties, male and female, are requested to attend at the next meeting. On motion by Mr. Taylor, Mr. Lewis was requested to deliver an address in the evening at the Cumberland Presbyterian Church—the same formerly delivered by him at the last annual meeting of the State Teacher's Association, at Jefferson City.

On motion by Mr. Miller, the Secretary was requested to

have the proceedings of the present meeting published in both the city papers.

On motion, the Association adjourned to meet at the Independence Female College, on the third Saturday in November next, at 9 o'clock, A.M.

JNO. C. REED, *Chairman.*

W. J. PATTON, *Secretary.*

For the Missouri Educator.

THE LATIN LITERATURE.

Nature has thrown the Alps into a huge crescent, extending from the Adriatic sea to the Gulf of Genoa. This sublime barrier separates from the European continent, that renowned peninsula, immortal Italy. Italy is embosomed in the sea which laves the southern shore of Europe and communicates with the coasts of Asia and Africa. Thus situated, it has easy access to those parts of the old world where enterprise was first called into action. This favored region, possessing a soil and climate, rich and delicious, early invited the migratory hordes of antiquity. Like all other countries its earliest history is obscured in poetical legends and romantic chronicles—a mixture of fact and fable. Guided by the glimmerings of truth visible in the exaggerations of fictitious poetry, the symbolic records written on antique monuments which time or accident has exhumed, and the etymological evidence embodied in language, the antiquarian has discovered that its earliest inhabitants were of Celtic and Pelasgic origin. The Pelasgians, from a long predominance of their arts and arms, gave a corresponding predominance to their language. Hence the bulk and foundation of the Latin language is Greek.

On the banks of the Tiber, Romulus founded a city, and infused into it a martial spirit which won for Italy the empire of the world. Martial power, animated by the love of conquest, early triumphed over the surrounding States, enervated by prosperity, distracted by jealousies, and feebly bound together by the bonds of a frail confederacy. Wherever Rome pushed her conquering eagles, she diffused her language. The Latin language became the symbol of subjugation. It absorbed other dialects, became harsh and dissonant, and was unfixed and fluctuating. It had no literature to rescue it from innovation, no standard works of taste to preserve it from caprice. For five centuries the invincible Roman legions trampled down, not only powers, but also refinement and elegance. But that martial spirit so long fatal to the fine arts and intellectual culture, at length brought the rude Roman in contact with Attic refinement. The Roman standard floated in triumph above Tarentium, where had dwelt Herodotus, the father of history; Lysias, whose orations are models of Attic simplicity and elegance, and Pythagorus, whose philosophy first marked out the true paths of the stars. "Magna Græcia" be-

came a Roman province. Its erudite and polished scholars went to Rome and became the instructors of their rude and martial conquerors, and transfused the creations of Grecian genius into the barbarous dialect of the Romans. The Latin then assumed the character and consistency of a written language, was purified from its barbarisms, and acquired that majestic dignity and lofty rhythm which so completely harmonize with the Roman character. The fine conceptions of the Grecian mind became as familiar to Romans as household words. Hence, as the original Latin language can be traced to Greek origin, so can those arts which embellished Roman life and gave splendor to Roman power.

The most renowned Grecian writer and teacher, at Rome, was Ennius, the friend of Cato. He first infused into Rome a taste for the glorious literature of his native country—first developed the power and harmony of the noble heroic verse, so eminently adapted to the genius of the Latin tongue, and "married to immortal verse" the traditional legends and Romantic fables of "their elder time"—first opened up to Latin scholars the exhaustless fountains of Grecian learning. While a spark of patriotism and literature lingered at Rome, the memory of Ennius was cherished with enthusiastic reverence by her orators and her poets.

This was the classic period of the Latin literature inaugurated. Kindled with aspirations for literary renown, Roman bards bent their ear to those old bards that have tranced the world, laid them down where

"Illius rolls his soft whispering tide,"
To hear

"The Attic bird trill its thick warbled notes the summer long."

Having attuned his lyre to Grecian harp, "Virgil sung Rome the glory of the globe." Roman philosophers voyaged away into the past, trod the fields of Grecian learning with the ardor of discoverers, dug deep into the mountains of Grecian lore, washed gems from their sparkling sands, and returned with choicest merchandise, to enrich their parental city. Roman orators lighted the torch of eloquence in the vehement and burning orations of Demosthenes, and returned to kindle the blaze around the Roman Forum. The most renowned of Roman orators and philosophers was the immortal Tullus. He lived in an age when poetry, eloquence and philosophy, had begun to flourish in the world's capital—when Rome was the mighty reservoir into which were pouring ceaseless streams of wealth—when she was glittering with splendor and pulsating with power—sending the influence of her arts and arms into the extremities of the mightiest empire on the globe. While conquerors were returning, in triumphal marches, to add new wealth to the Roman capital, and new glory to the Roman name, he was a secluded student in Greece. After he had imbibed the spirit of Grecian philosophy, and fired his soul with

the spirit of Grecian eloquence, well may the philosopher have said to his brilliant pupil, "as for you, Cicero, I admire and praise you; but I am concerned for the fate of Greece. She had nothing left but the glory of her eloquence and her erudition, and you are carrying these to Rome." He returned to Rome to infuse into her leading minds a higher refinement; to show into what beauty and harmony the Latin tongue could be moulded by the rhetorician's skill; to give a new polish and elegance to his native language; to pronounce those brilliant and majestic orations which will be the admiration of the scholar of unborn ages; and to start an echo in the temple of fame which shall continue to reverberate so long as time shall last. He transferred the jurisprudence of the Areopagus to the forum. The dry abstractions of Plato, clothed in beauty, and animated and vitalized by his eloquence, became the philosophical creed of his native city. He was one of those splendid intellectual luminaries which enkindle and enlighten the common mass of mind. He gave an impulse to Roman eloquence, poetry and philosophy—an impulse to mind, which was felt so long as the Latin language was spoken; nay, which shall be felt in all succeeding ages.

Thus, not only did Ennius, who first gave an impulse to Roman literature, and whose style and sentiments Virgil, Horace and Cicero copied, infuse into his works the native vigor and spirit of the great Greek originals from which he borrowed; but also, the chief of Roman orators and philosophers imbibed largely from Grecian fountains. Indeed, the language and literature of Rome exhibit but little that can be considered original. The language itself bears nearly the same analogy to the Greek as the English does to the Anglo-Saxon. The literature is simply a reflection of the parent literature of Greece. "The choicest geniuses," says the learned Everett, "seldom rise above a happy transfusion of the Grecian masters. Horace translates Alceus; Terence translates Menander; Lucretius translates Epicurus; Virgil translates Homer; and Cicero—I had almost said—translates Demosthenes and Plato." Though this language is so emphatically derivative, it has exerted, and is still exerting, a momentous influence upon almost every dialect spoken by enlightened man. Though a dead language, its gorgeous and flowing epics, its stately and grand orations, and its concise and comprehensive histories, survive, splendid monuments of Roman genius. For ages, fragments of its literature were scattered and obscured, like the broken embellishments and gilded carvings of a splendid palace which some lawless mob had destroyed, trampling to the earth the shining atoms of the spoil. But the scholar has collected those fragments—collected, they form an exhaustless source of pleasure and profit, from which scholars will continue to drink, through all time, with increasing delight.

For the Missouri Educator.

INDEPENDENCE, Mo.

October 30, 1858.

By request of the members of the "Teachers' Institute," formed at this place a few days since, as you will see by the notice of the proceedings, published in the papers of this city, which I send you inclosed. I am at my table to give you a few items in regard to the state of Education, and the strong resolve of our Teachers to labor to raise the standard of Education and their profession in this country. The first thing we determined upon was, to do all in our power to support the EDUCATOR, and thereby to avail ourselves of your aid in our efforts. And here let me express my gratification in finding, monthly, THE MISSOURI EDUCATOR upon my table. What has Missouri been doing that she has not had such a paper in her limits before she did? Let me say to our Teachers, and those interested in the cause of Education, that if your paper is not better supported than any other paper in the State, thus justifying and requiring its enlargement, it will clearly indicate the character of men engaged in the profession of teaching—men whose energies are somewhere else. It is evident to all, that no man can practice Law and study the science of Medicine at the same time. All admit that no one has mind enough to succeed at more than one profession, yet parents, those whose dearest object in this life should be the right education of their children, are continually employing young men, *who can teach and study Law or Medicine* at the same time. Such parents are doing themselves and their children a great injury—but no less an injury to the cause of Education, and injustice to those whose lives and all their energies are devoted to their profession as Educators.

I did not intend, however, to write to you on this subject now; I meant, simply, to remark here, that if the EDUCATOR is not sustained *above all* others in the State, with the number of men engaged, or pretending to be engaged, in the cause of literature, it will show, unmistakably, their *animus*. The time once was when all would say, that inferior minds would do to educate the young; but no man of any intellect will, in this age, so affirm. As I stated, we have organized, in this city, a Teachers' Institute for Jackson county, and we are *resolved* to exert all our energies and devote our means to establish and unite therewith a City Library. We are determined to discuss before the citizens of this county, the different methods of teaching, the importance of the profession, and the claims of literature upon them. And in these efforts we expect to solicit the best educators in the State to visit us, and lend us their aid in thus presenting the matter before the people. We have, with regret, to admit that our country, though *equal* to any in soil and wealth, is far behind many in

ferior countries in facilities of Education. But is not this the fault of our Teachers? Other professions are raised by the efforts of those engaged in them.

With the above objects in view we deem it our first interest to sustain the EDUCATOR, while we request your assistance in our efforts. And this is designed by our Teachers as the opening of a correspondence between us. Hoping for a better state of Education in our county,

I am yours, respectfully,

M. W. MILLER.

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All communications and business letters should be addressed to "Missouri Educator, Jefferson City, Mo."

ST. LOUIS PUBLIC SCHOOLS.

We are under obligations for a copy of the "Fourth Annual Report of the President, Superintendent, and Secretary, to the Board of St. Louis Public Schools, for the year ending July 1, 1858"—a pamphlet of seventy-six pages.

The report of the President is general in its character, and to it we need not specially refer.

The Superintendent's Report is a valuable and instructive document. From it we learn that in 1857, in order that he might the more effectively and usefully discharge his duties, he visited the Public Schools of Philadelphia, New York, and other Eastern cities, for the purpose of obtaining all possible information in regard to the most approved plans of constructing school-houses, the best methods of organizing and classifying schools, the different systems of discipline and instruction, and the most convenient and useful forms for keeping school registers.

He states, that during term-time he has spent nearly six hours each school-day in visiting schools, leaving the incidental and special duties of his office, such as correspondence.

meeting with committees, examining applicants for teachers' situations, arranging cases of discipline, making reports, &c., to be attended to out of school hours. In the course of the year he has made over seven hundred visits to the different schools, and fully twice that number, counting the visits to all the class-rooms. In these visits he has carefully examined all the departments and classes in the branches allotted to each, acquainted himself with the methods of discipline and instruction pursued by each teacher, and rendered such assistance and made such suggestions to teachers as circumstances seemed to require.

It is easy to see that great benefit might accrue, and must have resulted, from so thorough a superintendency of an organization of Public Schools so complete. Under such a system, the Superintendent, if a thoroughly practical man, such as we have reason to believe Mr. DIVOLL to be, has the advantage of the experience and suggestions of all the teachers under his supervision, and may, in turn, impart his wisdom, thus accumulated, to the entire corps of instructors with whom he is thus brought in contact. It is impossible to estimate the extent of the influence which one individual in such a position, who is faithful to his trust, may exert, or to appreciate the amount of good he *may* do. Like a stone cast into the sea, producing a ripple which continually expands, so the influence of an educational superintendency is ever widening, by means of the interchange of thought among professional teachers, and by their influence upon their respective pupillary charges; and by the personal intercourse of both teachers and pupils, parents and guardians are encircled thereby, and thus, through all the ramifications of society, the good seed is scattered. "Behold, how great a matter a little fire kindleth!" The comparison, however, fails in this; the ripple caused by the stone becomes feebler as it widens, until its momentum is exhausted—its effect is limited by time or space, or both; while the influence of the Superintendent of Educational interests accumulates force as its circle is enlarged, and eternity can never sum up the fruition of his beneficent labors.

In discussing the different systems under which schools, containing a large number of pupils, are organized, the Superintendent gives the *Graded*, a decided preference over the *Lancasterian* system. In the latter, all the pupils under one

principal, are seated in the same room, in which arrangement the management of the school devolves almost exclusively upon said principal, the classes taught by the assistants being called into small class-rooms for the purpose of recitation. This, as he states, results in an unequal division of labor and responsibility. Under the *Graded* system the school-rooms are of nearly equal size, the pupils are classified, and about fifty pupils assigned to each teacher, who is responsible for the discipline of said pupils, the result being a more just division of duties and labors, and a diminution of the number of principals, and thus an economy—one principal serving for a school of five hundred to six hundred pupils; while, in the *Lancasterian* system, a principal is needed for every room containing one hundred and thirty to two hundred pupils. "The two systems," he adds, "have been thoroughly tested in different cities in the Union, during the last twenty or thirty years, and the *Graded* system has been almost universally preferred to the other, as being *more economical, more efficient, and better adapted* to the purposes of public education. Several of the Eastern cities have gone to great expense in altering and reconstructing their school-houses, so as to adapt them to the *Graded* system. Such," he thinks, "will eventually be the fate of our (the St. Louis) school-houses."

In speaking of Primary Schools the Superintendent very justly remarks, that here are formed habits of listlessness and inattention, which no future skill of the teacher can remove, and here the seeds of disease are sown, which no art of the physician can ever eradicate. He reprobates the plan of assigning to a teacher a large number of small children, who, more than others, need the constant attention of the teacher, to give proper direction to their thoughts and efforts. And in regard to the qualification of teachers of small children, he, with equal truth, adds: "There is no more important situation in the schools than the lowest in the Primary grade; no situation in which a greater degree of skill and experience are required to *teach well*, and none in which good instruction is of greater value."

When these truths in regard to early impressions and primary instruction, are generally appreciated, both in our domestic nurseries and in our schools, a new era will have been inaugurated:

The locksmith's day will then be o'er ;
The golden age just at our door—
On earth a round of bliss in store
For future generations.

We are pleased to notice, that in the St. Louis schools attention is being given to the physical development of pupils—as important a part of education as the development of the mental or moral faculties, the neglect of which often results in wholly defeating the object the training of the mind is intended to subserve. Even a false habit of posture in sitting, contracted at school, through inattention of the teacher, may engender pulmonary phthisis, at an early period, in a person who might have enjoyed a long life of uninterrupted good health. So in regard to the neglect of proper exercise in the open air, and exposed to the health-giving influences of the sun's rays.

Vocal music is also taught in the St. Louis Public Schools. In our opinion some attention should be given to the cultivation of a taste for music in all our public schools, so far as it is practicable. A preference should be given, in the employment of a teacher, other things being equal, to the one who is qualified therefor, and who will bestow some attention upon this most desirable branch of education. The tendency of a love for music, is to foster the higher moral sentiments, and to protect the individual from sensuality.

“Those pampered animals
That rage in savage sensuality,”

seldom know anything of music, except that which they have learned in their bacchanalian revels. The instances are rare, indeed, in which an early love for devotional, or the higher order of sentimental music, has been implanted, that the person has subsequently abandoned himself to, and become the victim of the grosser vices.

We find, as published in the St. Louis *News*, a concise, yet comprehensive and very satisfactory digest of the statistics furnished in the report referred to, and avail ourselves thereof as a means of presenting the facts to our readers. It is here appended :

The Fourth Annual Report of the President, Superintendent, and Secretary of the Board of St. Louis Public Schools, just published, exhibits the present condition of our City

Schools ; and as the subject is one of interest to every citizen, we give the chief features of this Report.

On the 1st of July, 1858, the School system embraced 44 Schools, of which there were : 1 Normal School ; 1 High School ; 18 Grammar Schools ; 7 Intermediate Schools ; and 17 Primary Schools. These Schools were held in 23 School Houses, of which 13 were the property of the Board, and 10 rented. The whole number of Teachers was 132 ; of whom 28 were males and 104 females—being an increase of 22 per cent. over the number employed the previous year. The whole number of scholars enrolled during the year was 9,769 ; of whom 5,292 were boys, and 4,447 were girls. The average number belonging to the Schools for the entire year was 5,814 ; of whom 3,165 were boys ; and 2,649 were girls. The total amount of Teachers' salaries for the year was \$67,743. The cost per pupil for instruction was \$11 65. The entire expenses of the Schools for the year amounted to \$85,938. The thirteen School Houses belonging to the Board will accommodate 6,259 pupils. The Laclede Primary School-house, the first one built, was erected in 1837, at a cost of \$3,000 ; the Benton School-house was built in 1841, and cost \$10,000 ; the High School building was erected in 1855, and cost \$67,000 ; the Franklin School-house was built in 1857, and cost \$30,000. The Franklin School-house was the last one erected.

Grammar Schools.—These are the most important and useful of all the schools, and constitute the grade next below the High School. There are 18 Grammar Schools, 7 of them being exclusively for boys, 7 for girls, and 4 of them mixed. The whole number of seats in them is 2,681. The number of pupils enrolled during the year was 3,162 ; the average number belonging to the schools was 2,359, of whom 1,296 were boys, and 1,063 were girls. The average number of teachers was 54. The average age of the pupils was 11½ years.

The Normal School.—This institution is intended especially for the education of persons who intend to become teachers. It was opened on the 28th day of October, 1857, with 30 pupils. During the year 40 others were admitted, making in all 70 pupils taught during the year, of whom 7 were males and 63 females.

High School.—This institution constitutes the next grade above the Grammar Schools, and is intended for the instruction of pupils who have distinguished themselves for progress, good behavior, and talents, in the Grammar Schools. During the year 1858, the total number of pupils was 243 ; the average number in attendance was 183 ; of whom 108 were boys, and 75 girls. The number of teachers was 7. The whole number of seats is 440. The average age of the pupils in attendance was 14½ years.

Intermediate Schools.—These constitute the grade between the Primary and the Grammar Schools. There were on the 1st of July, 1858, 632 seats in the Intermediate Schools. The number of pupils in attendance during the year, was 533; of whom 246 were boys, and 288 were girls. The average number of teachers was 11½; the average age of the pupils was 9 years.

Primary Schools.—These constitute the first grade of the system. During the year, the whole number of pupils in attendance was 2,767; of whom 1,531 were boys, and 1,236 were girls. The average number of teachers employed was fifty-two. The average age of the pupils was eight years. The whole number of seats in the seventeen schools was 2,940.

During the year 1858, nine new schools were opened, and more than twenty additional teachers appointed.

The total number of children in St. Louis, between the ages of six and sixteen years, was estimated to be, on July 1, 1858, 27,664. Of these, 9,767 were enrolled in the public schools that year. The number estimated as attending private schools is 8,000; total number of children attending school, 17,767; leaving 9,887 as the number of children in this city who do not attend school.

Financial Condition of the Schools.—The total assets of the Board on July 1, 1858, were \$1,942,680—*nearly two million dollars!* Of this, \$1,465,600 was in real estate, held for revenue purposes; \$306,300 in real and personal property, (school-houses, with their fixtures) held for school purposes; and \$105,222 in bills receivable. The total indebtedness of the Board on the same date was \$8,910.

The receipts of the Board during the year were \$160,220; of which \$52,500 was from the City School Tax; \$26,470 from the State School Fund; \$19,936 from the Township Fund; \$6,259 from the County Fund; \$25,764 from rents; \$15,333 from bills receivable; and \$12,204 from interest. The expenditures for the same year were \$159,797; of which \$84,938 was for School expenses proper; \$16,914 for general expenses; \$19,343 for the Franklin school-house; and \$30,923 for bills payable. The actual cost of the schools for the year 1858 was \$84,938.

The estimated receipts for the year ending July 1st., 1859, are \$151,512; the estimated expenditures for the same year are \$134,700; the estimated balance in the Treasury at the close of the year is \$16,812.

Salaries of Teachers.—Of the 132 teachers in the schools, 44 were principals, 88 were assistants, and one was a music teacher. The principal of the Normal School receives a salary of \$2,500; the assistant of the same school \$1,500. The principal of the High School receives a salary of \$2,500; one of the assistants receives \$1,500; five others receive \$1,200; one

other (female) receives \$900; and one other 650. Five principals (male) in the Grammar, Intermediate and Primary schools, receive \$1,250 per annum; four principals (male) receive \$1,100; one principal (male) receives \$1,000; and one principal (male) \$900. Twelve female principals receive \$750; five others \$650; four others \$600; six others \$550; one other \$500; and three others \$450. Six male assistants receive \$750; and one \$700. Thirteen female assistants receive \$400; twelve others \$375; and forty-nine others \$350. The salary of the music teacher is \$1,200.

From this brief view of our Public Schools the people will see how satisfactory is their condition. They have a princely patrimony to support them, and are not inferior, as a system, to those of any city in the Union.

THE LATIN LITERATURE.

Under this caption will be found an article, which, although not written for the *EDUCATOR*, has fallen in our way, and regarding it a fine classical production—one well calculated to excite in the student an increased desire for an intimacy with the classics, at the same time imparting some thoughts valuable to him—we have deemed its appearance in an educational journal highly appropriate.

COUNTY INSTITUTES.

From the *News* we learn that a Teacher's Institute was organized by the teachers of Moniteau county, on Nov. 4th, at California, and that its session was continued on the 5th and 6th.

SAM'L. MASON was elected as its President, and E. H. GUTHRIE, Secretary. In addition to these gentlemen, R. L. HOWARD, Rev. J. C. THOMPSON, Rev. J. M. HARDY, Rev. J. C. HOWARD, T. H. CLARK, Miss GLEASON, WM. GABLE, G. H. HOWARD and Mrs. H. MASON, are mentioned as having participated in the exercises.

The morning and evening sessions were opened with singing and prayer. There were exercises in reading, grammar, mental and written arithmetic, algebra and geography, upon which appointed critics reported.

A resolution declaring, "That a uniformity of text-books in

the schools of the county is desirable," was considered, when it was voted to lay grammar and mental arithmetic over to next session.

The following books were recommended by the Institute: Town's Speller and Definer; McGuffey's New Series of Readers; Ray's written Arithmetics; Loomis' Algebra; Monteith's Geography; and Willard's History.

The State Superintendent has also recommended the most of these, as will be seen by reference to another page.

In the opinion of the Institute, "children ought never to be sent to school until they have learned their letters."

The Institute, after appointing a committee of three, E. H. GUTHRIE, J. M. HARDY and R. L. HOWARD, to arrange for lectures and essays, and to procure the services of some experienced educator to assist in the exercises, adjourned to meet at

California Seminary, on the 1st Wednesday in April next, at nine o'clock A. M.

THE POLITICAL PRESS.

Randolph American is the name of a paper just started in Huntsville, Randolph Co. GEO. M. SMITH, editor, JAS. M. STONE, publishes.

The *Weekly Missouri Expositor*, Lexington, has been enlarged and now contains ample reading matter for a weekly. Its typographical appearance is good.

BOOK NOTICES.

THE NATIONAL PRIMER, or Primary Word-Builder—By J. MADISON WATSON: Published by A. S. Barnes & Co., New York—

Is what its name imports. Commencing with the alphabet, it carries the learner, progressively, to words of five letters, exhibiting in the spelling-lessons the various combinations of letters having a similarity of sound, so as very thoroughly to impress upon the memory of the beginner the elementary basis, representing sound, of the English language. Its plan seems to us to be excellent. Its typography is elegant—type large and full, and paper of superior quality, and its numerous illus-

trations appropriate and highly attractive. It is worthy of the attention of Teachers.

YOUTH'S HISTORY OF THE UNITED STATES, designed for Intermediate Classes in Public and Private Schools.

This book, as explained in the title, is designed for intermediate classes—neither the beginner, nor the advanced pupil. It embodies all the important facts of American history, arranged in catechistical form, with maps, having special reference to the matter upon the same or opposite page, and numerous illustrations of the natural peculiarities of localities and of historic events; and the coats of arms of the various States, including Minnesota and Oregon; to which is added, biographical sketches of persons prominently connected with American history. It is a book of eighty-eight pages, double columns, quarto style, type and paper good. A cursory examination of it convinces us that it is a school-book of superior merits. It is published by *A. S. Barnes & Co.*, New York, whose advertisements will be found in this number of the **EDUCATOR**.

MISSISSIPPI COUNTY SCHOOL FUND, 1858.

We have received an exhibit, in hand-bill form, of the school fund in Mississippi county, Mo. The aggregate township fund in the eleven Congressional Townships—notes and interest due thereon at the dates named, extending back from November 11th, to March 3rd, was.....\$23,831 18

Cash on hand..... 247 73

Total township fund.....\$24,078 91

County fund, notes and interest.....5,091 60

Total township and county fund.....\$29,170 51

TEXT-BOOKS OFFICIALLY RECOMMENDED.

We beg leave to call the attention of teachers to the list of text-books recommended by the Superintendent of Common Schools. It was inadvertently omitted last month.

ADVERTISEMENTS.

We invite attention to the advertisement of JOHN H. ROLFE, Chicago, Ill.; also to GEO. SHERWOOD, Chicago; W. B. SMITH & Co., Cincinnati, O.; and to LONGLEY BROS., same place. They deserve a more particular notice, but the want of room forbids.

INTERPRETATIONS OF THE SCHOOL LAW.

OFFICE STATE SUPT COMMON SCHOOLS, }
CITY OF JEFFERSON, Dec. 1, 1858. }

Question.—When a neighborhood desires to be attached to an adjoining district, or to form a new district, what is the mode of proceeding?

Answer.—The inhabitants desiring the change shall petition the County Commissioner, who shall fix a time and place of meeting, give notice, &c. A majority of the voters attending such meeting, must consent to such attachment, or organization of a new district, and, in the latter case, elect trustees. But this proceeding can be of no effect, unless a majority of the qualified voters of each organized district, at a district meeting, give their consent to such new organization or attachment.

Question.—Is the County Commissioner required to visit the schools in his county?

Answer.—The law is imperative in requiring the Commissioner to visit and inspect every district school in his county, once during the year.

Question.—In case of a failure to elect trustees at the time required by law, (the first Saturday in December,) what course is to be pursued?

Answer.—The old trustees would continue in office; but, if they should refuse to act, die, or remove out of the district, then a vacancy would exist, which the law requires the Commissioner to fill. If no such vacancy exists, and the old trustees do not desire to act, they should resign, so as to enable the Commissioner to appoint.

Question.—Can the trustees allow a child living out of the district, to attend public school?

Answer.—They can, by requiring the payment of full tuition fees, the consent of the patrons of the school and the teacher being obtained; provided, that such a course will not increase

the number of scholars, so as to exclude children residing within the district.

Question.—When District Trustees are required to bring a suit or to defend one, who pays the costs, should they be adjudged against the Trustees?

Answer.—The law makes no provision for the payment of costs in such cases. This is clearly an omission, as it was certainly not intended that Trustees, who are performing a laborious and sometimes an unpleasant duty without pay, should be personally liable for the expenses incurred in the performance of duties required of them by the law and their oaths of office. The attention of the Legislature will be called to the subject, and an endeavor made to have it rectified.

Question.—The law specifies the branches in which persons proposing to teach a district school shall be examined, to-wit: Spelling, Reading, Writing, English Grammar, Geography, History and Arithmetic. Is a teacher qualified who does not understand all of these branches?

Answer.—A negative answer must be given this question. The law fixes the standard of qualification sufficiently low.

Question.—Can a District School-house be used for a place for religious meetings?

Answer.—Although under our school law, the Trustees, who have charge of the school-house, have no right to let it for any purpose other than that for which it was built, yet there can be no great impropriety or illegality in its use for preaching on the Sabbath, when it does not interfere with the school; provided care is taken that the house, books and furniture are not injured thereby. The law of custom authorized such a course, particularly in settlements destitute of houses for divine worship.

Question.—Can persons who have paid tax towards the building of a school house recover it back again?

Answer.—When no law has been infringed in levying or collecting such tax, it could not be recovered by the payee.

Question.—Can two districts in the same township be united by mutual consent?

Answer.—There is nothing in our school law to authorize such a union. It would virtually reduce the number of districts in the township, and cause an alteration in the district lines, which can be done only by a meeting of the whole township.